

STAUNTON

Guided Session Plan Key Stage 1 Sensory Explorers

National curriculum links:

- Sc1- pupils are taught to explore, using the senses of sight, hearing, smell, touch and taste as appropriate, and make and record observations and measurements.
 - Sc2- pupils are taught about the sense that enable humans and other animals to be aware of the world around them.
 - Sc3- pupils are taught to use their senses to explore and recognize the similarities and differences between materials.
 - Sc4- pupils are taught that there are many kinds of sounds and sources of sounds
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Introduction:

- To understand the meaning of vocabulary e.g. sight, hearing, touch, smell, taste
 - To understand we have 5 senses and what they are.
 - To observe and understand that animals use senses in different ways
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Introduction	Learning Outcomes
Explain that we will be learning about senses and using them to explore and find out about the Park. Use key words seeing, hearing, touching, smelling and tasting. Explain what activities and what they will be learning about today.	To understand what the words : <i>seeing, hearing, touch, smell, taste</i> To know the aims of the day

Activity	Outcomes
Woolly Worms This activity involves scattering a variety of coloured woolly worms on the ground, amongst the grass and shrubs. The education officer will adopt the role of a young blackbird, very hungry for worms. The children are the parent birds and it is their job to retrieve the woolly worms and take them to the parent who will collect them in the order they are returned. The children will be able to spot the brightly coloured worms most easily	<ul style="list-style-type: none">• Children will understand what camouflage means.• Children will understand that animals use colour for defence, attraction and warning.

<p>Nature's palette A rainbow story may be told to encourage the children to believe that they are at one of the most colourful places they'll ever be! The group will be provided with an artist palette with lots of paint left on it (or pieces of the rainbow). The children should aim to match up all of the colours on the palettes with colours found in nature for example grass, petals etc.</p>	<ul style="list-style-type: none"> • Children will use their sense of seeing to investigate colours of natural object. • Children will recognise that there are lots of colours in nature. • Children will understand that flowers are colourful to attract pollinators.
<p>Centipede Walk This activity requires the children to work in small groups. An adult leader will be the 'seeing' centipede head whilst the children will form the blindfolded body. The children will be asked to describe how they felt and what they were able to discover along their journey (e.g. that they were walking on gravel, that there are birds in the trees or a road nearby).</p>	<ul style="list-style-type: none"> • Students will understand how animals are adapted to dark conditions and how they use different sense to explore their environment. • Children will use their listening and touching senses to work out where they have been walking. • Students will use describing words to explain where they were walking and what it felt like.
<p>Deer ears This short activity will demonstrate to the children how sound can be amplified and blocked out simply by changing the shape and size of your own ears (using their hands).</p>	<ul style="list-style-type: none"> • Children will understand how we hear sounds and the function of animals ears.
<p>Sound maps The children will be asked to work in small groups with the adult taking the role of scribe if required. They will be provided with a sound map, where they will be drawn in the middle. The children should then write or draw on the map what sounds they can hear and what direction they are coming from.</p>	<ul style="list-style-type: none"> • Children will recognise different sounds such as man made and natural. • Children will be able to recognise the different direction and distance of the sounds.
<p>Texture collectors Each child will be provided with modelling material and be asked to collect textures by imprinting the bark or leaves of trees, stones, straw etc into their modelling material. The children should compare the various textures they collect.</p>	<ul style="list-style-type: none"> • Children will explore their environment with their sense of touch. • Children will understand that different objects have different textures and qualities. E.g. Soft, hard, rough, smooth
<p>Smelly cocktails The group will be led to the herb borders in the walled garden. The education officer will provide the children with small collection pots. The children should then make a smelly cocktail using various herbs in the garden. The children will be encouraged to swap cocktails and smell each others.</p>	<ul style="list-style-type: none"> • Children will understand their sense of smell. • Children will recognise that plants smell differently. • Children will understand the different uses of herbs to make smells and flavours.
<p>Journey cards The children will be asked to make a memory map of the sensory journey they have just been on. They will be provided with sticky cards that they should collect stick various items on as they walk around the park. These items should remind them of where they have been, for example in the gardens they may use a petal and on the farm a piece of straw. This is a souvenir for the children to take home with them as a memory map of the park.</p>	<ul style="list-style-type: none"> • Children will remember what they have learnt during the session. • Children will be more aware of their environment by using visual evidence to record what they have learnt

Points to note

Children may not expect to find any animals in the area. Dependant on seasons.

Children may need to be reminded about replacing objects that they over turn when hunting for animals.

Safety!!

When working outdoors, teachers should check that there is no broken glass etc. Sites unlikely to have been contaminated with dog faeces should be chosen. Ensure that children wash their hands after handling soil etc.

PLTS

Independent enquirers – activities will give the children opportunities to consider beliefs and attitudes through question and evaluation.

Creative thinkers – working in groups will allow children to explore and connect others' ideas and experiences

Reflective learners – ask the children to set their own goals through invitation.

Team workers- working with other on activities, deciding on appropriate distribution of tasks and contributions

Self-managers - activities will allow children to embrace new challenges that require a scientific approach.

Effective participators – through discussion of activities children are able to improve their own performance based on others feedback

VAK

Visual – Activities and equipment will be demonstrated before hand – visual aids used where appropriate.

Auditory – Activities will be introduced to children through verbal communication and feedback at the end of the session

Kinaesthetic - Activities will require hands on approach through collecting and making exercises.

Assessment for learning

Prior Knowledge – Assessed during pre visit with teachers and introduction to session with emphasis on learning outcomes. Use questions to find out what the pupils know, understand and can do about the topic.

Post Knowledge – Children assessed at the end of session with plenary activity and built in review time. Encourage group and self evaluation at end of session.